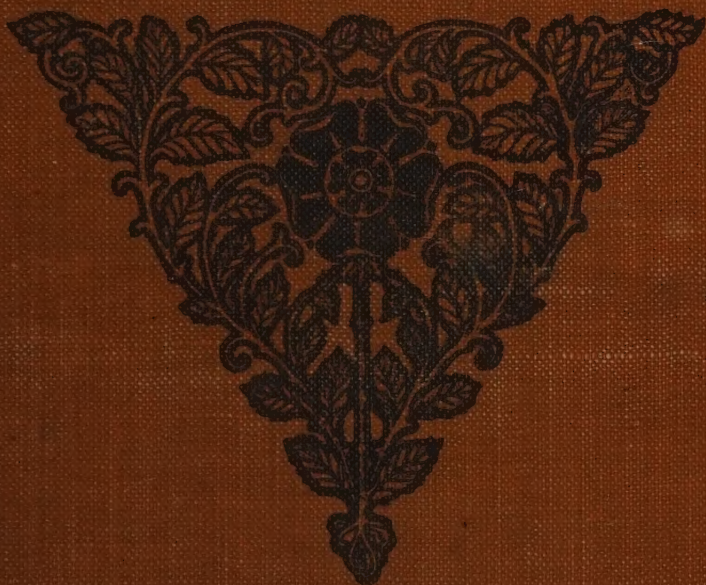


# A SPELLING BOOK

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GEORGIA ALEXANDER



SYLLABICATED  
EDITION  
PART ONE

LONGMANS, GREEN & CO.



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A  
SPELLING BOOK

BY

GEORGIA ALEXANDER

SUPERVISING PRINCIPAL IN THE INDIANAPOLIS PUBLIC SCHOOLS

*NEW AND ENLARGED EDITION*  
*SYLLABICATED*

LONGMANS, GREEN, AND CO.  
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I tell you, earnestly, you must get into the habit of looking intensely at words, assuring yourself of their meaning, syllable by syllable, nay, letter by letter. . . . A well-educated gentleman may not know many languages, may not be able to speak any but his own, may have read very few books; but whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly.

Let the accent of words be watched, and closely; let their meaning be watched more closely still.

—JOHN RUSKIN.

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## PREFACE

THE reasons for this book are three : —

1. The need of teaching spelling through interest.
2. The need of a word list composed only of common words together with a constant review of difficult words.
3. The need of training children to spell in sentence writing, especially in original work — the only true test of ability.

Improved methods in the teaching of spelling are replacing old ones as rapidly as the modern principle of teaching form through content is gaining recognition. However, this distinctive tenet of modern education as set forth in Professor John Dewey's "Interest as Related to the Will" is far from being recognized as it should be in schoolroom practice. The teaching of spelling will not be successful until the motive of interest as found in the desire for social intercourse through writing becomes the controlling feature in its study.

It is a common fallacy for teachers to believe that if they teach the letters of a word, time will fill in the empty form with the proper content. Two things are forgotten in this process : first, that in the human mind nothing dwells in isolation, and that the child puts some content into every form he learns, a wrong one if he is not supplied with the right one ; and second, that the child, realizing that his teacher is indifferent to his knowing the content of the word, grows both mentally and morally careless.

Repetition and drill are necessary — emphatically so — but they should be preceded by intelligence and interest. Teachers would often be astounded at the results obtained should they

put their pupils to the test of using in original sentences the words they spell so glibly. Not until each word in the column has been correctly used a number of times can a teacher be assured that the child has added it to his vocabulary.

After interest in a word has been aroused, the child's mind must be concentrated upon the peculiarity of its spelling and appealed to through all possible avenues — the eye, the ear, and the muscles of both the throat and the hand. So clear and strong should be the image formed that it becomes individual, even personal. For this reason, words included in this book have not been classified after the "*ace, mace, lace*" fashion, but have been purposely distributed so that each new word invites to fresh attack. In the first grade, however, there is a list of words containing the fundamental phonograms, for ear training.

Spelling is learned primarily through the eye, secondarily through the ear. For this reason, the image of the word, when learned, must appear as a unit to the child. Many teachers, however, believe that the child learns a word more readily if it is first presented to his eye in syllables. In such case the child should copy the word without syllabifying and thus make for himself an unbroken visual and motor image of the word.

The child is offered in the pages of this book a most carefully chosen and graded vocabulary. His limited yet constantly increasing power of comprehension, and the responsibility of shaping his thoughts, determined the selection. The graded quotations from standard authors serve the child in a multitude of ways. They teach him spelling more effectively than do words studied in columns, by affording a constant review of those short words that are often misspelled, such as *which* and *their*. And they give him vocabulary and style: to know, even in the slightest way, Æsop, Carlyle, Dickens, Ruskin, Browning, and Tennyson, will dignify all life for him. These exercises were selected directly, however, for their practical



use to the child in spelling; for instance, Merivale's description of Julius Cæsar on page 185 contains sixty of the most necessary words in the language — words that are in the vocabulary of every educated man and woman, but which the child would not voluntarily use.

The exercises in construction are designed to correlate, still further, interest in the word with drill upon its spelling. The ability to use a particular group of words in a correct and entertaining way is no mean accomplishment; and if, while doing so, the child spells correctly, he has proved his power to spell. The model letters by Hans Andersen, Phillips Brooks, Matthew Arnold, Sarah Orne Jewett, and Woodrow Wilson, together with several exercises in business and social correspondence, give distinct practice in letter-writing, the only form of composition employed by the average adult.

It is neither possible nor desirable in the short years of a child's school life to teach him to spell all the words in the language. But it is possible to give him the spelling of common words, and what is even more valuable, a "spelling conscience" that will *send him to the dictionary when he is in doubt*.

The spelling book is usually considered the driest and most mechanical of the text-books, whereas, rightly constructed and used, it will become a source of highest culture. Mastering the words of his mother-tongue, the child masters the thought of the race. To teach children to appreciate words and to discriminate between them should be a matter of conscience with teachers, for such appreciation insures not only a respect for correct form in spelling, but makes for character. "A man's power to connect his thought with its proper symbol, and so to utter it," says Emerson, "depends upon the simplicity of his character, that is upon his love of truth and desire to communicate it without loss."

Acknowledgment is due for permission to use extracts from the writings of James Russell Lowell, Henry Wadsworth Longfellow, John Greenleaf Whittier, Nathaniel Hawthorne, Alice Cary, John Townsend Trowbridge, Thomas Bailey Aldrich, Ralph Waldo Emerson, Henry David Thoreau, John Burroughs, Frank Dempster Sherman, and Louise de la Ramée, to Houghton Mifflin Co. ; of Helen Hunt Jackson, from "Poems" and "Glimpses of Three Coasts," to Little, Brown & Co. ; of Henry van Dyke, from "Little Rivers," of Robert Louis Stevenson, from "Across the Plains," "Virginibus Puerisque," and "A Child's Garden of Verses," of George W. Cable, from "The Cable Story Book," of Eugene Field, from "The Eugene Field Book," and of Frank Stockton, from "Fanciful Tales," to Charles Scribner's Sons; of Hans Christian Andersen to Dodd, Mead & Co. ; of Jane Andrews, from "Seven Little Sisters," and "Each and All" to Ginn & Co. ; of Bliss Carman to Small, Maynard & Co. ; of George William Curtis, from "Prue and I," to Harper & Bros. ; of Joaquin Miller, from "Complete Poetical Works," to the Whitaker and Ray Co. ; of William Cullen Bryant, from "Complete Poetical Works," to D. Appleton & Co. ; of Phillips Brooks, from "Letters of Travel," to Mr. William G. Brooks; of Matthew Arnold to The Macmillan Co. ; of Rudyard Kipling to the author.

G. A.

# TABLE OF DIACRITICAL MARKS.

## VOWELS.

ä, as in	..äle, chä'os, chäm'ber.
â, " "	..sen'âte, â-e'ri-al, sal'u-tä-ry.
â, " "	..câre, pârent, com-pâre', âir.
â, " "	..âm, fât, ât-täck', re'ad-mit'.
ä, " "	..ärm, fä'ther, älms, ärt, pâlm.
â, " "	..âsk, gräss, â-bate', Ä-mer'i-cä, bot'ä-ny.
α, " "	..fi'nal, in'fant, mad'am.
a, " "	..all, awe, swarm, talk, draw.
ê, " "	..êve, se-rêne', he'li-om'e-ter.
ê, " "	..ê-vent', dêlin'ê-ate, sê-rene'.
ê, " "	..ënd, mêt, con'dëm-na'tion.
ë, " "	..fërn, hër, për-vër't', ev'ër.
e, " "	..re'cent, pru'dence, nov'el.
i, " "	..ice, time, in-spîre', jus'ti-fi'a-ble.
i, " "	..i-de'a, tri-bu'nal, di-am'e-ter.
ï, " "	..ïll, pîn, ad-mit', hab'it, in-fîn'i-tive.
ō, " "	..ōld, rōw, ō'ver, lō'co-mō'tive.
ô, " "	..ô-bey', tô-bac'cô, sor'rōw, prô-pose'.

ô, as in	..ôrb, ôr'der, ab-hôr', ab-hôr'ring.
ö, " "	..ödd, nôt, fôr'est, in'côr-rect'.
û, " "	..ûse, pûre, tûne, dû'ty, as-sûme'.
û, " "	..û-nite', ac'tû-ate, ed-û-ca'tion.
ü, " "	..rüde, rü'mor, in-trüde'.
ü, " "	..füll, put, ful-fill', joy'ful, in-stru-ment.
ÿ, " "	..ÿp, stÿd'y, ÿn'der, in'dÿs-try.
û, " "	..ûrn, fûrl, con-cûr', bûrn.
ÿ, " "	..pit'ÿ, in'ju-rÿ, di-vin'i-tÿ.
oo, " "	..foöd, moon, fôol, nōon, wôol-ing.
öö, " "	..foöt, wôol, boök, cröök'ed.
ou, " "	..out, thou, de-vour'.
oi, " "	..oil, re-joice', em-broid'er-y.
n, representing the nasal tone (as in French or Portuguese) of the preceding vowel ; as in	entrée (än'trâ').
' (for voice-glide), as in	pardon (pär'd'n), evil (ê'v'l).

## CONSONANTS.

g (hard): as in	go, anger; for gu, as in guard; for gue, as in plague; for gh, as in ghost.
s (surd, or sharp): as in	so; for c, as in cell; for sc, as in science; for ss, as in hiss.
z (like s sonant): as in	zone; for s, as in is, wise, music; for x, as in Xenophon, xylography.
ch (= tsh): as in	chair, much; for tch, as in match.
sh: for ch, as in	machine, chaise; for ce, as in ocean; for ci, as in social; for sci, as in conscious; for s, as in sure; for se, as in nauseous; for si, as in pension; for ss, as in issue; for ssi, as in passion; for ti, as in nation.
zh (= sh made sonant): for z, as in	azure; for zi, as in glazier; for s, as in pleasure, usual; for si, as in vision; for g, as in rouge, cortège.
j (= dzh): for g, as in	gem, giant; for gi and ge, as in religion, pigeon; for di, as in soldier; for dg, as in knowledge.

k: for ch, as in	chorus, anarchy; for c, as in cat; for ck, as in duck; for qu, as in conquer, coquette; for que, as in pique.
kw: for qu, as in	queen, quality.
ks (surd): for x, as in	vex, exit, dextrous.
gz (sonant): for x, as in	exist, exact, example.
f: for ph, as in	philosophy, triumph; for gh, as in rough.
hw: for wh, as in	what, why, where.
t: for ed, as in	baked, crossed; for th, as in thyme, Thomas.
ng: as in long, singer; for	ngue, as in tongue.
n (like ng): for n before the sound of k or hard	g, as in bank, linger.
n (the ordinary sound): as in	no, none, man, many.
th (sonant): for th, as in	then, this, smooth, breathe.
th (surd): as in	thin, through, breath, width.

NOTE. Foreign sounds are represented by the nearest English equivalents. Thus, **u** is employed as the nearest English vowel we have, inexact as it is, to replace **u** French and **ü** German; and in like manner the **ô** for the **eu** French and **ö** German.

ACCENTS AND HYPHENS. The principal accent is indicated by a heavy mark ('), and the secondary accent by a lighter mark (^), at the end of the syllable.

NOTE. The diacritical marks given above are taken from Webster's International Dictionary, published by G. & C. Merriam Company, Springfield, Mass.

## SPELLING RULES

### TO BE TAUGHT INDUCTIVELY

I. The plural of nouns is regularly formed by adding *s* to the singular: see page 51.

Exceptions:—

(a) Nouns ending in *f*, change *f* to *v*, and add *es*: see page 51.

(b) Nouns ending in *s*, *sh*, *ch*, and *x* add *es*: see page 53.

(c) Nouns ending in *y*, preceded by a consonant, change *y* to *i* and add *es*: see page 53.

(d) Some nouns ending in *o*, preceded by a consonant, add *es*: see page 53.

II. Final *e* is omitted when a termination beginning with a vowel is added to the word: see page 61.

Exceptions:—

(a) Final *e* is retained when it is necessary to preserve the identity of the word, as in *dyeing*, *singeing*: see page 132.

(b) Final *e* is retained when preceded by *c* or *g*, as in *peaceable*, *courageous*: see page 132.

III. Final *y* when preceded by a consonant is generally changed to *i* when a letter or suffix is added; as *dry*, *dried*: see page 87. Words ending in *ie* change *ie* to *y* when adding a suffix; as *die*, *dying*: see page 132.

IV. All monosyllables, or polysyllables accented on the last syllable, and ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel; as *thin*, *thinner*, *control*, *controlled*: see pages 62, 85, 148, and 168.

V. The word *full*, when it forms the ending of another word, is written with one *l*; as *tuneful*, *handful*.

VI. The possessive case of a noun in the singular number is formed by adding an apostrophe and *s*; as, "The *bird's* wing," "The *man's* hat," "James's book." When the noun in the plural ends in *s*, the possessive is shown by adding an apostrophe only: as "*Birds'* wings," "*Boys'* games"; when the noun does not end in *s*, an apostrophe and *s* are added: as "*Men's* gloves," "*Children's* books."

Note that *ours*, *yours*, *hers*, *its*, and *theirs*, have no apostrophe.



# A SPELLING BOOK

FIRST YEAR — SECOND HALF

1



Do you see the dog?  
He likes to run and jump.

can  
pet

fly  
box

will  
have

likes  
black

(These words include all the letters of the alphabet except  
q and z.)

1

## 2

See my red apple.  
The stem is brown.

see  
red

*red, brown*  
stem  
jump

the  
and

ap ple  
brown

## 3

The snow is white.  
I will ride on my sled.

*ride, fast*  
ride  
fast

will  
sled

cat  
fly

snow  
white  
*blanco*

## 4

Is it time for school?  
I will go with you.

go  
for

*you*  
pet  
box

dog  
run

time  
jump

## 5

I have a new pencil.  
I can write my name.

me  
new

are  
with

name  
write

school  
pen cil

## 6

Mary plays with her doll.  
It has blue eyes.

has	cry	eyes	Ma ry
her	doll	blue	plays

*0105*  
*MUNRO* *11241*

## 7

How the wind blows!  
Can you keep your hat on?

hat	cake	cold	keep
how	your	wind	blows

*pastel* *Frio*

## 8

What a large book this is!  
Will you show me that small book?

this	that	ice	cat
show	what	slide	rub

*hielo* *GoTo*

## 9

Come and read us a story.  
I shall be glad to read to you.

sheep	glad	sto ry	eat
come	shall	small	eggs

## 10

Where is your home?  
I live near the woods.

live  
cage

near  
your

where  
woods

hen  
this

## 11

That was a kind girl.  
She gave the kitten a drink of milk.

she  
was

girl  
kind

gave  
milk

drink  
kit ten

## 12

These fish came from the brook.  
We shall eat them for supper.

for  
eat

fish  
from

them  
came

brook  
sup per

## 13

The boy has come home.  
He took a very long walk.  
Have you seen his pretty flowers?

ver y  
seen

took  
eggs

long  
walk

pret ty  
flow ers



## 14

Who has been at home?  
I have been there.

one	three	five	sev en
two	four	six	eight

## 15

Which of those apples are yours?  
Some of them are mine.

who	those	some	them
sheep	there	which	yours

## 16

Hear the rain!  
It helps to make the seeds grow.  
The leaves will soon be out.

hear	out	rain	grow
leaves	soon	makes	seeds

## 17

How the bees buzz!  
Do you see the queen?  
She comes out of the box.

do	she	how	find
box	bees	buzz	queen

## 18

The bird has a warm nest.  
 She has three little birds.  
 When can they fly?

fly	they	nest	lit tle
was	when	warm	birds

## 19

It is May!  
 The buds are on the trees.  
 I saw a lamb to-day.

are	buds	was	lamb
find	trees	May	to-day

## REQUIRING SPECIAL DRILL

for	saw	with	was
ver y	that	from	come
eyes	hear	long	some
been	near	walk	there
eight	what	write	where
large	brook	these	pret ty
sev en	which	when	flow ers

## SOUND AND SPELL

1

can	cane	<u>pin</u>	<u>pine</u>	hop	hope
pan	<u>pane</u>	din	dine	not	note
tap	tape	bit	bite	us	use
mat	mate	hid	hide	plum	plume

2

shade	fish	then	both
shine	dish	them	bath
shake	hush	those	thin
shape	mush	these	think

3

chin	such	black	bake
chat	much	brick	make
chop	lunch	thick	smoke
chill	bunch	chick	strike

4

when	grow	how	our
while	slow	plow	shout
which	blow	down	house
white	throw	crowd	ground

## 5

dark	call	good	cool
yard	tall	hood	spool
harm	talk	book	moon
chart	walk	shook	school

## 6

may	rain	toy	oil
tray	hail	boy	boil
play	paid	coy	point
gray	paint	Roy	noise

## 7

boat	dear	head	for
load	read	lead	cork
coach	each	dead	torch
board	meat	bread	short

## 8

work	her	girl	fur
word	fern	bird	hurt
worm	jerk	first	burn
world	stern	chirp	church



## SECOND YEAR—FIRST HALF

### 1

eats

ears

hand

from



who

buy

move

rab bit

And timid, funny, pert little bunny  
Winks his nose and sits all sunny.

— CHRISTINA ROSSETTI: *Milking Time.*

Who will buy a rabbit?  
He eats from my hand.  
See him move his ears!

NOTE: Read the Preface and the Suggestions to Teachers.

## 2

What fine plums these are!  
Where did you buy them?  
They were given to me.

dig  
hole

roll  
ball

fed  
cup

rice  
drink

## 3

How tall the grass has grown!  
It will be cut down to-morrow.  
Then it will make sweet hay.

fine  
were

them  
what

there  
where

giv en  
plums

## 4

Seven days make a week.  
Four weeks make a month.

tall  
then  
bake  
bread

down  
grass  
sweet  
grown

hay  
two  
new  
your

write  
which  
moth er  
to-mor row

## 5

Yesterday we walked across the fields.  
 There were white clouds in the blue sky.  
 We saw a bird fly over our heads.

throw	said	whose	of ten
be fore	week	month	writ ing

## 6

I stood at the open door.  
 The sun was setting in the west.  
 It had been a lovely day.

far	fields	o ver	walked
sky	a cross	clouds	yes ter day

## 7

I see the moon, and the moon sees me ;  
 God bless the moon and God bless me.

— *Old Rhyme.*

blue	saw	north	sun
o pen	was	east	stood
heads	some	south	smoke
set ting	love ly	west	smooth

## 8

The days are clear and bright.  
 The woods are bare and still.  
 I like to smell the brown leaves.

off	threw	best	pie
tell	sticks	both	piece

*has 9 had it*

I saw you toss the kites on high,  
 And blow the birds about the sky.

— ROBERT LOUIS STEVENSON: *The Wind.*

bare	well	ate	feel
clear	still	need	great
bright	woods	smell	shoes

## 10

Which month brings the frost?  
 Soon the maples will turn red.  
 I saw an acorn drop at my feet.

*fruit, more*  
*maple drop maple*

saw	does	ask	fruit
open	high	busy	sour
door	bird	fence	round

*fruit.*



## 11

School begins at nine o'clock.  
 We go home to dinner at noon.  
 I ate a piece of pie to-day.

soon	left	frost	drop
brings	turn	which	ma ples

## 12

We will read the lesson on the third page.  
 Have the children found their places?  
 Which of these hard words can you spell?

noon	feet	school	o ver
a corn	when	o' clock	cloak

## 13

Black within and red without,  
 Four corners round about. (A chimney.)

read	page	spell	hard
write	third	these	their
to-day	which	found	plac es
be gins	les son	words	chil dren

## 14

I write with pen and ink.  
 My paper is white and the ink is black.  
 My writing is large and plain.

ate	bees	col or	with out
boys	sting	those	cor ners

## 15

Please put some coal into the stove.  
 Just lift the stove lid. *white*  
 What a fine blaze soft coal makes !  
*large men*

pen	large	plain	white
ink	writ ing	pa per	black

## 16

I had a bowl of soup for lunch.  
 I ate two crackers with my soup.  
 I was not very hungry to-day.

dry	put	lid	fine
some	lift	soft	what
roots	just	blaze	where

## 17

Does this pretty picture belong to you?  
It was drawn for the children by their father.  
Will you draw a picture for them?  
Please lend me your pencil. I have broken mine.

two	ate	soup	lunch
very	eight	bowl	hungry

## 18

buy	near	said	new
much	head	alike	show
which	there	gone	know
father	stood	melt	damp
mother	warm	snow	shoes

## 19

five	corn	bed	barn
cents	pick	child	drive
spend	green	tired	night

Ring out the old, ring in the new,  
Ring, happy bells, across the snow.

—ALFRED TENNYSON: *In Memoriam*.

## 20

The air is sharp and cold.  
 See the tracks in the snow !  
 The stars shine bright and the moon rides high.

fire	their	does	pic ture
blaze	drum	blow	be longs

## 21

Will you please give me a glass of milk ?  
 I shall be glad to. Here it is.  
 I thank you very much.

air	still	cold	bro ken
rides	shine	sharp	chil dren

## 22

I leave no crumbs on the cloth.  
 I make no noise when I drink.  
 I thank my father when he helps me.

here	cart	boys	cow
mine	drove	noise	grass
know	spill	made	helps
tracks	cloth	fence	crumbs

## 23

I like the room where I ate my lunch.

A fire burned in the grate.

A rose stood in a vase on the table.

shoe	dirt	beat	tell
wide	hole	drum	right
stand	spade	noise	truth

## 24

I do not like warm days in winter.

When the sun shines the ice melts.

Mother makes us wear our overshoes.

ripe	core	ci der	tied
soft	hard	press	gate
pear	ap ple	sweet	po ny

## 25

Old Mother Hubbard

Went to the cupboard,

To get her poor dog a bone;

But when she got there,

The cupboard was bare,

And so the poor dog had none.

— *Mother Goose.*

grate	burn	hear	wear
stood	vase	sound	wraps
warm	shines	plain ly	win ter

## WORDS REQUIRING SPECIAL DRILL

## 1

of	for	two	know
off	said	does	hear
well	such	ver y	there
their	from	move	which

## 2

bread	clear	write	than
bright	much	clouds	some
would	love ly	night	whose
smooth	month	moth er	please

## 3

these	buy	turn	bare
a bout	hole	fruit	frost
sharp	great	leave	bro ken
fence	be long	sweet	chil dren

## 4

ask	high	cloth	o pen
piece	noise	white	helps
found	les son	earth	hap py
o' clock	crumbs	thank	cor ner



## SECOND YEAR—SECOND HALF

### 1

Have you heard the story about the thirsty crow ?  
He found a pitcher of water.  
He could not reach the water with his bill.  
He threw stones into the pitcher.  
When the water rose, he drank it.

eas y	qui et	leaves	smoke
fol low	mouse	care ful ly	chim ney

### 2

All that you do,  
Do with your might ;  
Things done by halves  
Are never done right.

think	twice	could	once
be fore	speak	sleep	for get

### 3

Our family takes dinner at twelve o'clock.  
Father sits at the head of the table.  
The baby has a high chair.  
We children have knives and forks.  
The baby has only a spoon.  
We never reach across the table.

## 4

Jack and Jill went up the hill,  
 To get a pail of water ;  
 Jack fell down and broke his crown,  
 And Jill came tumbling after.

— *Mother Goose.*

sticks	torn	hurt	string
crook ed	dress	knee	fas ten

## 5

I have no food to give you.  
 You sang all summer.  
 Now you may dance all winter.

knot	ant	hour	rode
un tie	sand	of ten	horse
please	hur ry	wrote	doc tor

## 6

The world is so full of a number of things,  
 I am sure we should all be as happy as kings.

— ROBERT LOUIS STEVENSON: *Happy Thought.*

o bey	learn	oth ers	will ing
their	lis ten	speak ing	par ents

## 7

Dark brown is the river,  
 Golden is the sand,  
 It flows along forever,  
 With trees on every hand.

— ROBERT LOUIS STEVENSON: *Where Go the Boats*

these	chair	hole	on ly
spoons	which	knife	fork

## 8

On goes the river,  
 And out past the mill,  
 Away down the valley,  
 Away down the hill.

— ROBERT LOUIS STEVENSON: *Where Go the Boats.*

where	lamp	cost	here
reach	ta ble	dime	twelve

## 9

Away down the river,  
 A hundred miles or more,  
 Other little children  
 Shall bring my boats ashore.

— ROBERT LOUIS STEVENSON: *Where Go the Boats.*

print	close	write	hurt
pa per	win dow	let ter	lame

## 10

Breakfast is a pleasant meal.  
 The children are always ready for it.  
 They think it is the best meal of the day.

clean	face	hair	went
col lar	wash	comb	morn ing

## 11

Sun day	Thurs day	sis ter
Mon day	Fri day	fa ther
Tues day	Sat ur day	moth er
Wednes day	yes ter day	broth er

## 12

The earth was green, the sky was blue;  
 I saw and heard one sunny morn  
 A skylark hang between the two,  
 A singing speck above the corn.

— CHRISTINA ROSSETTI: *A Green Cornfield.*

spent	can dy	ti dy	does
heard	lem on	desk	kind
mon ey	brit tle	or der	things

## 13

April showers  
Make May flowers.

e lev en	four teen	sev en teen
twelve	fif teen	eight een
thir teen	six teen	nine teen

## 14

In the heart of a seed,  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

—KATE L. BROWN: *The Little Plant*.

said	sour	make	dol lar
reach	grapes	cents	hun dred

## 15

Over in the meadow  
Where the stream runs blue,  
Lived an old mother fish  
And her little fishes two.

—OLIVE A. WADSWORTH: *Over in the Meadow*.

sure	creek	thin	ap ple
right	caught	skin	tough



## 16

And show me your nest with the young ones in it,—  
 I will not steal them away;  
 I am old! you may trust me, linnet, linnet,—  
 I am seven times one to-day.

—JEAN INGELow: *Seven Times One.*

yard	touch	rode	very
front	wrong	home	tired

## 17

Six white eggs on a bed of hay,  
 Flecked with purple, a pretty sight;  
 There as the mother sits all day,  
 Robert is singing with all his might.

—WILLIAM CULLEN BRYANT: *Robert of Lincoln.*

use	sheep	count	does
own	meant	thir ty	right

## 18

And blown by all the winds that pass,  
 And wet with all the showers,  
 She walks among the meadow grass,  
 And eats the meadow flowers.

—ROBERT LOUIS STEVENSON: *The Cow.*

## 19

We have a brick fireplace in our front room.

Do you not enjoy an open fire?

What queer things one sees in the blaze!

sail	sack	pint	iron
boat	given	milk	nail
owe	roasted	quart	fence
paid	peanuts	bottle	pound

## 20

John can ride on his pony.

The pony stands without being tied.

Sometimes John drives him to a little cart.

The cart has two big black wheels.

key	easy	tiny	new
lock	soon	peep	clean
door	guess	plant	broom
latch	rid dle	ground	sweep

feel	want	just	worth
knock	took	help	re turn
el bow	taste	smile	basket
fun ny	peach	others	change

## 21

Before our house is a garden.  
 The gate opens on the street.  
 Two elm trees stand near the fence.  
 Cool green ferns grow near a big rock.  
 Some roses grow where the sun shines.  
 The rose bushes are green until winter.

feed	help	stuck	ti dy
quick	mend	let ter	pick
run ning	han dle	stamp	floor
chick ens	bro ken	bought	ob jects

## 22

Clara can sew very well.  
 She bought two spools of thread to-day.  
 She also bought a paper of needles.  
 Her skirt is torn and needs mending.  
 Clara will cover the hole with a piece of cloth.  
 Then she will darn it neatly.

ship	harm	still	stone
leak	nev er	clouds	bench
sink	would	be hind	be fore
great	kit ten	shin ing	win dow

## 23

Once a monkey was roasting some chestnuts.  
 He asked a cat to pull them out of the ashes  
 The monkey ate all of the chestnuts at once.  
 The poor cat burned her paws for nothing.

ticks	bow	loaf	pu pils
clock	tied	stale	called
room	large	fresh	names
sec ond	rib bon	bread	plain ly

## 24

Have you ever found a four-leaf clover?  
 Do you think it brings good luck?  
 Did you know that the leaves close at night?  
 The flowers stand stiff and straight.  
 Bees make much honey from the pollen.  
 The comb is made of beeswax.

oil	pane	here	free
lamp	glass	pine	cage
filled	peb ble	cones	flew
shade	cracked	sum mer	o pen

## WORDS REQUIRING SPECIAL DRILL

## 1

or	right	no	here
are	write	know	hear
our	col or	does	their
hour	col lar	much	there

## 2

with	Tues day	once	ma ny
touch	Thurs day	which	might
pitch er	Sat ur day	please	friend
pic ture	Wednes day	should	caught

## 3

qui et	next	knot	meant
string	moth er	hole	twelve
heard	hun dred	tired	with out
e lev en	nine teen	comb	four teen

## 4

sail	front	tied	piece
guess	bot tle	latch	worth
cov er	oth ers	wheels	change
bought	fire place	ground	some times



## THIRD YEAR — FIRST HALF

### 1

load

heavy

autumn

orchard

pleasant



happy

bright

taking

mel low

children

Write three interesting sentences about these children, using from memory not fewer than five of the words above.

When on the ground red apples lie  
In piles like jewels shining,  
And redder still on old stone walls  
Are leaves of woodbine twining.

—HELEN HUNT JACKSON: *October's Bright Blue Weather.*

### 2

each

laugh

listen

heard

amused

air

fresh

should

burst

bubble

dark

moon

night

cattle

browse

early

child

sleepy

carried

upstairs

NOTE: Read the Preface and the Suggestions to Teachers.

## 3

From dewy lanes at morning,  
 The grapes' sweet odors rise;  
 At noon the roads all flutter  
 With yellow butterflies.

— HELEN HUNT JACKSON: *September*.

## IN THE AUTUMN

frost	haze	skies	In di an
col or	or ange	scar let	su mach
as ter	ram ble	twi light	sum mer

Write three interesting sentences suggested by the words above, using from memory not fewer than five of them.

## 4

She has brought the orchard's fruit  
 To repay the robin's flute,  
 Which has gladdened half the year  
 With a music, liquid clear.

— FRANK DEMPSTER SHERMAN: *September*.

apt	voice	walked	sun ny
fail	sol dier	through	hav ing
grade	re plied	o pen ing	weath er

## 5

The grapes are hanging in heavy, purple clusters. The sun has warmed them through and through, and made them sweet to the very heart. Oh, how delicious they are, and how beautiful they look, heaped up in the tall baskets.

— JANE ANDREWS: *Seven Little Sisters*.

lin en	vis it	pair	meet
cov er	south	price	road
coarse	sea son	doz en	ho ri zon

## 6

All things bright and beautiful,  
 All creatures great and small,  
 All things wise and wonderful,  
 The Lord God made them all.

— JOHN KEBLE: *All Things Beautiful.*

close	pu pil	rude	true
pe ri od	min ute	peo ple	tru ly
should	stud ied	whis per	love
sen tence	pre pare	com pa ny	lov ing

## 7

Each little flower that opens,  
 Each little bird that sings,  
 He made their glowing colors,  
 He made their tiny wings.

— JOHN KEBLE: *All Things Beautiful*

class	flour	gal lon	poor
teach	bar rel	gro cer	tried
for ty	please	pound	catch
whole	ac cept	helped	run ning

## 8

Now the day is over,  
 Night is drawing nigh,  
 Shadows of the evening  
 Steal across the sky.

— SABINE BARING-GOULD: *Child's Evening Hymn.*

kept	leave	read y	com ing
cel lar	les son	sticks	um brel la
on ions	taught	kin dle	o ver shoes

## 9

## AT BREAKFAST

haste	vase	chop	toast
or ange	cream	sug ar	muf fin
oat meal	moth er	cof fee	po ta toes
pleas ant	good morn ing	mar ma lade	ta ble cloth

How doth the little busy bee  
 Improve each shining hour,  
 And gather honey all the day  
 From every opening flower.

— ISAAC WATTS: *The Busy Bee*.

## 10

## AT DINNER

soup	fork	roast	en joy
knife	heart y	sau cer	po lite
rai sins	des sert	nap kin	please
to ma toes	cus tard	crack ers	man ners

A child should always say what's true,  
 And speak when he is spoken to;  
 And behave mannerly at table,  
 At least as far as he is able!

— ROBERT LOUIS STEVENSON: *The Whole Duty of Children*.

## 11

Mary has two books to read.  
 John has two books, too.  
 I hope they will not read too much.  
 They should run and play, too.

Jan u a ry	A pril	Ju ly	Oc to ber
Feb ru a ry	May	Au gust	No vem ber
March	June	Sep tem ber	De cem ber

## 12

Fly away, fly away, over the sea,  
 Sun-loving swallow, for summer is done;  
 Come again, come again, come back to me,  
 Bringing the summer and bringing the sun.

— CHRISTINA ROSSETTI: *The Swallow*.

float	patch	fruit	flute
light	stitch	ma ny	clear
feath er	thread	friends	mu sic
up ward	nee dle	brought	sweet

## 13

How many do you know?

James	El len	E dith	Grace
Hel en	Su san	Al bert	Ber tha
Frank	George	Will iam	Ed ward

Whichever way the wind doth blow,  
 Some heart is glad to have it so;  
 Then blow it east, or blow it west,  
 The wind that blows, that wind is best.

— CAROLINE MASON: *En Voyage*.

## 14

I am old, so old I can write a letter;  
 My birthday lessons are done;  
 The lambs play always, they know no better;  
 They are only one times one.

— JEAN INGELOW: *Seven Times One*.

lay	flew	hung	beech
dew	sung	grapes	leaves
white	rob in	clus ters	heaped
ground	cheer y	de li cious	blaz ing

## 15

So here hath been dawning  
 Another blue day;  
 Think, wilt thou let it  
 Slip useless away?

—THOMAS CARLYLE: *To-day*.

## IN THE MORNING

hair	ti dy	comb	wash
tan gle	bright	shoes	sis ter
clothes	braid	fas ten	sun shine

## 16

## A VISIT FROM SANTA CLAUS

car ol	mer ry	ex pect	hol ly
can dies	stock ing	slipped	sur prise
whis pered	wrapped	pres ents	un packed

'Twas the night before Christmas, when all through the house  
 Not a creature was stirring, not even a mouse;  
 The stockings were hung by the chimney with care,  
 In hopes that St. Nicholas soon would be there.

—CLEMENT C. MOORE: *A Visit from St. Nicholas*.

## 17

## AT SUPPER

ear ly	pears	wa fer	tea
co coa	bread	sup per	smil ing
sliced	but ter	bis cuit	thank ful

When the open fire is lit,  
 In the evening after tea,  
 Then I like to come and sit,  
 Where the fire can talk to me.

—FRANK DEMPSTER SHERMAN: *Ghost Fairies*.



## 18

## A WINTER MORNING

crisp	paths	wraps	se vere
i ci cle	shov el	cold est	fro zen
spar kled	dig ging	mit tens	cloth ing

A smooth, white mound the brush-pile showed,  
 A fenceless drift that once was road,  
 The bridle-post an old man sat,  
 With loose-flung coat and high-cocked hat.

— JOHN GREENLEAF WHITTIER: *Snow-Bound*.

## 19

Hearts, like doors, will ope with ease  
 To very, very little keys;  
 And don't forget that two are these:  
 "I thank you, sir," and "If you please."

first	fifth	re ply	Tues day
sec ond	sixth	write	Sat ur day
third	sev enth	let ter	Thurs day
fourth	eighth	an swer	Wednes day

## 20

## IN THE EVENING

romp	blocks	co zy	sto ries
tired	sleep y	knees	blaz ing
read ing	dreams	rid dles	fa ther's

So shut your eyes while mother sings  
 Of wonderful sights that be,  
 And you shall see the beautiful things  
 As you rock in the misty sea.

— EUGENE FIELD: *Wynken, Blynken, and Nod*.

## 21

## MY KITTEN

tail	gray	meat	qui et
paws	purrs	plate	catch
sharp	teeth	watch	scratch
played	mews	mouse	pounce

I love little pussy, her coat is so warm;  
 And if I don't hurt her, she'll do me no harm;  
 So I'll not pull her tail, nor drive her away,  
 But pussy and I very gently will play.

—JANE TAYLOR: *Little Pussy.*

## 22

"Do you know, Grace," said my brother, "that if you should go to the end of the rainbow, you would find there purses filled with money, and great pots of gold and silver?"

"Is it truly so?" I asked.

"Truly so," he answered.

—GRACE GREENWOOD: *Chasing a Rainbow.*

lent	lawn	taf fy	road
brush	par ty	twist	right
pack	cloth	glide	quilt
pic nic	wrung	ca noe	fan cy
up set	wom an	slen der	aunt
wag on	wom en	pad dle	un cle
cape	ker nel	swept	niece
vel vet	beech nut	cham ber	neph ew

## 23

By and by the prince reached the castle. Everywhere he stepped, all was as still as death. He saw the horses leaning against the walls and the trees. He saw the dogs as still as stones on the ground. Every creature slept.

Then the prince passed through several rooms, where he saw many people, all asleep. At last he came to a room all adorned with gold. There lay the lovely princess. He fell upon his knees and kissed her.

— CHARLES PERRAULT: *The Sleeping Beauty* [adapted].

loan	team	taste	aid
spend	bri dle	bit ter	pool
trade	ac tive	sneeze	sank
bug gy	prance	pep per	swam

## 24

There was a man in our town,  
 And he was wondrous wise,  
 He jumped into a bramble bush,  
 And scratched out both his eyes;  
 But when he saw his eyes were out,  
 With all his might and main,  
 He jumped into another bush,  
 And scratched them in again.

— *Mother Goose.*

rent	pair	sash	rode
know	gloves	pane	fast
sown	pear	wire	slept
grain	eat en	screen	cra dle
porch	float	so fa	in side
cot tage	blad der	pil low	out side

## WORDS REQUIRING SPECIAL DRILL

## 1

too	or	new	here
two	are	knew	hear
there	our	right	hole
their	hour	write	whole
such	tired	quite	flour
much	tried	qui et	flow er

## 2

does	few	rode	led
meet	kept	road	not
meat	once	beech	knot
ev er y	catch	coarse	vis it
a mong	be lieve	ac cept	south
brought	stud ied	a round	al ways

## 3

tea	pair	close	tru ly
eas y	pear	clothes	leave
stud y	col or	ear ly	un til
stud ied	col lar	please	which
threw	shin ing	taught	com ing
through	up stairs	car ried	hun dred

## 4

voice	of ten	least	se vere
hav ing	sug ar	for ty	whis per
peo ple	speak-	nine ty	Feb ru a ry
re plied	heard	oth ers	yes ter day
breathe	friend	nap kin	o ver shoes.
weath er	lov ing	po ta toes	Wednes day

## THIRD YEAR — SECOND HALF

### 1

Hear the sledges with the bells, —  
Silver bells!

What a world of merriment their melody foretells!

How they tinkle, tinkle, tinkle,  
In the icy air of night!

—EDGAR ALLAN POE: *The Bells*.

### A SLEIGH RIDE

flakes	snow y	blast	whirls
er mine	star ry	sleigh	mer ri ly
drift ed	jing ling	muf fler	nip ping

Tell of the fun you had one snowy day, using from memory not fewer than five of the words above.

### 2

use ful	quick ly	cit y	at tic
sew ing	ris ing	nurse	dust y
bought	bur den	ill ness	spent
in stead	car ried	ab sent	im ag ine
ma chine	prompt ly	care ful	pleas ure

### 3

### GOING TO SCHOOL

hur ry	tar dy	wraps	rain y
teach er	no tice	min utes	pock et
cor ner	av e nue	um brel la	ob serve
school mates	chil dren	punc tu al	trot ting

Write about going to school one rainy morning, using from memory not fewer than five of the words above.

## 4

## ON THE PLAYGROUND

shouts	games	I spy	ten nis
run ning	play ing	re cess	ex er cise
sand pile	race track	catch er	gen er ous
laugh ter	hap pi ness	mar bles	bask et ball

Write about something that really happened to you, using from memory not fewer than five of the words above.

Politeness is to do and say  
The kindest thing in the kindest way.

## 5

## IN THE BEDROOM

lin en	i ron	toi let	pray er
air ing	tow els	mir ror	dain ty
cur tain	dress er	spot less	com fort
wash stand	mat tress	bed stead	health y

Write three interesting sentences, using from memory not fewer than five of the words above.

Evening red and morning gray  
Set the traveler on his way.

Pronounce carefully: —

are	for	well	what	hun dred
our	men	once	of ten	fore head
was	just	from	wa ter	um brel la
been	poor	wash	which	sud den ly
po em	pour	there	clothes	Feb ru a ry

## 6

## THE STORY OF A STREAM

ti ny	sea	rock y	cool
fish es	mos sy	val ley	join
brook	course	peb ble	creek
stones	might y	slid ing	u nite
wa ter fall	rush ing	stream	dart ing

Describe a little stream as it runs down the hill; on its way, at first it is lonely, but as it flows along it finds many interesting things, and becomes very happy. Write of it, using from memory not fewer than five of the words above.

And out again I curve and flow  
 To join the brimming river;  
 For men may come and men may go,  
 But I go on forever.

—ALFRED TENNYSON: *Song of the Brook*.

## 7

Have you heard of the beautiful river Rhine — how at first it hides, a little brook among the mountains and dark forests, and then steals into the sunshine, and leaps down the mountain side, and hurries away to the sea, growing larger and stronger as it runs, curling and eddying among the rocks, and sweeping between the high hills where the grapevines grow and the solemn old castles stand? — JANE ANDREWS: *Seven Little Sisters*.

## COMMON ABBREVIATIONS

St. . . street	in. . . inch	cts. . . cents
yd. . . yard	ft. . . foot	Mr. . . Mister
doz. . . dozen	qt. . . quart	Mrs. . . Mistress
Ave. . . avenue	lb. . . pound	Dr. . . doctor



## 8

## A STITCH IN TIME

sew	hole	tape	baste	thread
patch	seam	spools	neat ly	flan nel
thim ble	bob bin	but ton	scis sors	rap id ly
ma chine	nee dles	cush ion	cam bric	o ver cast

Write of what happened to you one day, using from memory not fewer than five of the words above.

## COMMON ABBREVIATIONS

<i>Jan.</i> .	January	<i>Sept.</i> .	September	<i>N.</i> .	north
<i>Feb.</i> .	February	<i>Oct.</i> .	October	<i>E.</i> .	east
<i>Mar.</i> .	March	<i>Nov.</i> .	November	<i>S.</i> .	south
<i>Aug.</i> .	August	<i>Dec.</i> .	December	<i>W.</i> .	west

## 9

This old shoemaker, with his spectacles pushed up on his forehead, and his leather apron tied round his waist, had always been kind to Louise ever since her father took her to his shop last summer, to be measured for a pair of shoes. He looked at the little worn shoe that she took off, and said inquiringly, "That shoe was not made in this country?" "No," answered the father, "that shoe came from Germany." Then the old man laid his rough hand caressingly over the worn leather, and answered, "I, too, came from the fatherland, but it is now more than fifty years since I saw the Rhine."

—JANE ANDREWS: *Each and All* [adapted].

col or	drain	too	emp ty
ceil ing	al low	in vite	buck et
change	sur face	daugh ter	shoul der

## 10

The morning sets her rosy clouds  
 Like hedges in the sky,  
 And o'er and o'er their dear old tunes  
 The winds of evening try.

— ALICE CARY: *April*.

cous in	ought	shell	close
driving	excuse	beach	bottom
some times	our selves	picked	thought

## 11

There are bridges on the rivers  
 As pretty as you please,  
 But the bow that bridges heaven,  
 And overtops the trees,  
 And builds a road from earth to sky,  
 Is prettier far than these.

— CHRISTINA ROSSETTI: *Sing-Song*.

half	uncle	certain	own
entire	during	nothing	a afraid
distance	journey	received	shadow

## 12

Who has seen the wind?  
 Neither you nor I;  
 But when the trees bow down their heads  
 The wind is passing by.

— CHRISTINA ROSSETTI: *The Wind*.

timid	broad	humble	forth
surely	facing	ashamed	wander
either	columns	beginning	moment

## 13

Merrily swinging on brier and weed,  
 Near to the nest of his little dame,  
 Over the mountain side or mead,  
 Robert of Lincoln is telling his name.

— WILLIAM CULLEN BRYANT: *Robert of Lincoln*.

## A SPRING WALK

shad y	wade	dai sies	bright
glis ten	balm y	plucked	pleas ant
a nem o ne	hum ming	car ry ing	dan de li on

James and Fido took a walk. What made it so pleasant? Write about it, using from memory not fewer than five of the words above.

## 14

## OUT IN THE WOODS

elm	a corns	twigs	bark
beech	hid den	frisk y	rough
squir rel	wal nut	chest nut	ma ple
knot hole	chat ter	bob o link	grace ful

Write about a squirrel, using from memory not fewer than five of the words above.

We have a secret, just we three,  
 The robin and I and the sweet cherry tree;  
 The bird told the tree, and the tree told me,  
 And nobody knows it but just us three.

But of course the robin knows it best,  
 Because she built the — I shan't tell the rest;  
 And laid the four little — somethings in it —  
 I am afraid I shall tell it every minute.

— ANONYMOUS.

## 15

It was glorious out in the country. It was summer, and the corn-fields were yellow and the oats were green, and the hay had been put up in stacks in the green meadow.

On a sunny slope stood a pleasant old farmhouse, close by a deep river. Under some big burdock leaves on the bank sat a duck on her nest, waiting for her young brood to hatch; she was beginning to get tired of her task, for the little ones were a long time coming out of their shells.

—HANS CHRISTIAN ANDERSEN: *The Ugly Duckling* [abridged].

too	sight	seem	sor ry
ought	watch	hap py	re fuse
purse	peo ple	fam i ly	wheth er

## 16

Summer is coming, summer is coming,  
 I know it, I know it, I know it;  
 Light again, leaf again, life again, love again!  
 Yes, my wild little poet.

—ALFRED TENNYSON: *The Thristle*.

## IN THE SUMMER

leaf y	beach	breeze	flock
lil ies	beech	mur mur	boul der
creek	va ca tion	branch es	bath ing

Imagine you are spending a week in the country. Write a note about it to your mother or some other friend, using from memory not fewer than five of the words above.

Down in a garden olden,  
 Just where I do not know,  
 A buttercup all golden  
 Chanced near a rose to grow.

—FRANK DEMPSTER SHERMAN: *The Rose's Cup*.

## 17

## CARLO

tail	straw	romp	ken nel
hair	a larm	bris tle	faith ful
bark	col lar	ter ri er	in tel li gent
watch	span iel	friend ly	New found land

Write about your dog, using from memory not fewer than five of the words above.

He prayeth best, who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all.

— SAMUEL TAYLOR COLERIDGE: *The Ancient Mariner*.

## 18

## BLACK BEAUTY

Tell a story about a horse that you know, using from memory not fewer than five of the following words: —

mane	stall	oats	reins
neigh	coach	hitch	pa cer
gal lop	bri dle	trac es	re pair
wag on	sta ble	po nies	sad dle
man ger	trot ter	horse shoe	car riage

Pegasus was a snow-white steed, with beautiful silvery wings. He was as wild, and as swift in his flight, as any eagle that ever soared into the clouds. Whenever he was seen high above people's heads, with the sunshine on his wings, you would have thought that he belonged to the sky. In the summer time Pegasus often alighted on the solid earth, and closing his silvery wings, would gallop over hills and dales as fleetly as the wind. Sometimes, too, he would be seen near a fountain drinking the delicious water, or rolling himself upon the soft grass of the margin.

— NATHANIEL HAWTHORNE: *The Chimæra* [abridged].

## 19

## OUR FRONT HALL

wraps	pane	knock	leave
shawl	speak	cloaks	curtain
greeted	hat rack	entrance	umbrella
overshoes	stair steps	door bell	welcome

Imagine some friends came to see you one rainy evening. Tell about it, using from memory not fewer than five of the words above.

## SOME OF OUR FRIENDS

Mary	John	Clara	Henry
Alice	Philip	Sarah	Arthur
Anna	Alfred	Emma	Nathan
Laura	Harold	Caroline	Donald
Jessie	Charles	Elizabeth	Samuel
Rachel	Benjamin	Catherine	Clarance

## 20

A boy was once going home from school through the woods. As he went whistling along, with his books and a small tin pail with his dinner, slung on a pole at his back, he saw an oak tree lying on the ground. He soon discovered a large knot-hole in the trunk; and, boylike, peeped into it. At first he saw nothing but a little hairy bunch; but presently something began to move, and he knew he had found a squirrel's nest. Here was a treasure for a schoolboy! There were four little baby squirrels, their eyes not yet opened, curled up together on a nice warm bed of moss, in the old oak tree.

—LYDIA M. CHILD: *The Squirrel and Her Little Ones* [adapted]

## WORDS REQUIRING SPECIAL DRILL

## 1

too	here	a ny	does
edge	hear	hole	once
ver y	there	whole	each
un til	their	ma ny	of ten
ev er y	ceil ing	al ways	threw
a gain	re plied	al read y	through

## 2

which	write	know	much
be lieve	ought	fourth	dur ing
re ceive	thought	please	cer tain
com ing	noth ing	use ful	Tues day
weath er	an oth er	sur prise	Feb ru a ry
wheth er	straight	strength	Wednes day

## 3

since	speak	dai ly	ei ther
rough	speech	rap id	a afraid
cous in	mel o dy	taught	course
no tice	get ting	ex er cise	coarse
hap pen	mer ri ly	fore head	fam i ly
stop ping	daugh ter	gen er ous	in stead

## 4

air y	join	u nite	watch
beech	waist	sol emn	bridge
beach	ca ress	in quire	might y
cor ner	mir ror	health y	to geth er
hur ries	cur tain	run ning	be gin ning
meas ure	be tween	glo ri ous	hap pi ness
min utes	laugh ter	ma chine	spec ta cles



# FOURTH YEAR — FIRST HALF

## 1

gate

stool

fence

clover

milk ing

fra grant

farm yard

Al der neys



calves✓

fod der

switch

pa tient

driv ing

coun try

e ven ing

tim o thy

They drive home the cows from the pasture,  
Up through the long shady lane,  
Where the quail whistles loud in the wheat fields  
That are yellow with ripening grain.

—HANNAH KROUT: *Little Brown Hands*.

Imagine you are the boy in this picture, and write about the good times you have. Use from memory not fewer than five of the words above.

## 2

plain

sphere ✓

is land

moun tain

con ti nent

blows

va por

o cean

chill y

ice berg

scales

weight

gro cer

ar ti cle

cor rect

width

breadth

search

start ed

lan tern

NOTE: Read the Preface and the Suggestions to Teachers.

## 3

trusts	sev er al	con tin ued
friends	ex pect ed	fright ened

There was once a brood of young larks in a field. The mother — the reapers every day. One night she found her little ones in great fear. "Mother, mother," they chirped, "the farmer has sent for his — to come to-morrow and help cut the wheat." "Do not be —," said the wise old lark, "if he — to his —, the grain will not be cut to-morrow." This — for several days. Finally, one evening, the young ones cried, "Mother, the farmer is coming himself to-morrow." "It is now time to be off," said the mother lark. "When a man takes his work into his own hands, it is sure to be done."

## 4

## A POUND OF BUTTER

sour	churn	whey	mold
salt ed	pad dle	sep a rate	dash er
worked	cream er y	but ter milk	huck ster

Write what you know about making butter, using from memory not fewer than eight of the words above.

## COMMON ABBREVIATIONS

<i>sq. ft.</i> square foot	<i>bbl.</i> barrel	<i>R. R.</i> rail road
<i>sq. yd.</i> square yard	<i>Co.</i> company	<i>U. S.</i> United States

Pronounce carefully:—

blue	fu el	kept	e lev en	catch
tune	such	for get	er rand	ev er y
knew	be lieve	want ed	to wards	gath er
Tues day	be cause	pump kin	sud den ly	veg e ta ble

Review the list on page 40.

## 5

The miller smiled and doffed his cap,  
 "I can earn my bread," quoth he;  
 "I love my wife, I love my friend,  
 I love my children three;  
 I owe no penny I cannot pay,  
 I thank the river Dee  
 That turns the mill, that grinds the corn,  
 That feeds my babes and me."

— CHARLES MACKAY: *The Miller of the Dee.*

## A BARREL OF FLOUR

stalk	plow	thresh	sow	chaff
sprout	yield	ma chine	shock	sheaf
bush els	reap er	el e va tor	bind er	wheat

Write a few lines telling how flour is made, using from memory not fewer than five of the words above.

## 6

## BAA, BAA, BLACK SHEEP

spin	card	flee cy	blank et
yarn	wash	use ful	knit ted
comb	shear	car pet	worst ed

A yarn mitten tells the story of its life. Write about it, using from memory not fewer than five of the words above.

Add *s* to the following words (see Spelling Rules on page viii) : —

bridge	song	pi a no	les son
chim ney	broth er	val ley	tur key

Change *f* to *v* and add *es* (see Spelling Rules on page viii) : —

calf	leaf	life	loaf
knife	wharf	half	sheaf

## 7

stitch

their ✓

there

nev er

while

lin ing

Where — is a will — is a way.

Make hay — the sun shines.

A — in time saves nine.

Every cloud has a silver —.

— put off till to-morrow what can be done to-day.

ad vise

bare

fond

loss

to wards ✓

shiv er

cares

spread

ev er y bod y ✓

branch es

moth er

burned ✓

## 8

## A LOAF OF BREAD

slice

yeast

ov en

bis cuit ✓

meal

flour

bak er

fresh

sponge

mois ten

knead

stirred

dough

nour ish

gra ham ✓

Write about the way bread is made, using from memory not fewer than five of the words above.

## COMMON ABBREVIATIONS

No. number

pk. peck

A.M. morning

Rev. Reverend

bu. bushel

P.M. afternoon, postmaster

## 9

What plant we in this apple tree?

Buds, which the breath of summer days

Shall lengthen into leafy sprays;

Boughs where the thrush, with crimson breast,

Shall haunt, and sing, and hide her nest.

— WILLIAM CULLEN BRYANT: *The Planting of the Apple Tree.*

e qual

praise

solve

break

strength ✓

de serve

eas i ly

in tend

dif fer ent

con tin ued

prob lem

care ful ly

## 10

cents	un cle	re cite	thirst y
quar ter	ex cept	rath er	hop ping
twen ty-five	re mained	ge og ra phy	spar row

## WORD BUILDING

Add *es* to the following (see Spelling Rules on page viii): —

ech o	dress	po ta to	box
latch	bush	mos qui to	to ma to

Change *y* to *i* and add *es*: —

du ty	lil y	la dy	fly
pen ny	en e my	fac to ry	sto ry

## 11

A peach and an apple once quarreled as to which was the fairer fruit. They talked so loudly that a blackberry from the next hedge overheard them. "Come," said the blackberry, "we are all friends; pray let us have no trouble among ourselves."

beets	pleas ing	niece	dawn
heaped	cus tom er	lone ly	pi az za
cab bag es	mer chant	or phan	ob serve

## 12

The mug of cider simmered slow,  
The apples sputtered in a row,  
And close at hand, the basket stood  
With nuts from brown October's wood.

— JOHN GREENLEAF WHITTIER: *Snow-Bound*.

cous ins	ap pe tite	cel er y	sleigh
pleas ure	pump kin	tur key	hol i day
cran ber ries	grand moth er	dough nuts	No vem ber

Write the conversation that took place between the nutcracker and the carving knife after the Thanksgiving dinner. Use from memory not fewer than five of the words above.

## 13

In the winter time when the ground was covered with the white glistening snow, there was a hare that would come continually scampering about, and jumping right over the little tree's head, and that was most provoking! However, two winters passed away, and by the third the tree was so tall that the hare was obliged to run round it.—HANS CHRISTIAN ANDERSEN: *The Fir Tree*.

lead	sto ries	doubt	u su al
aisle	begged	pol ish	start ed
vis it or	choic est	in deed	fore noon

## 14

road	strip	dur ing	chaff
brought	stripe	stayed	straw
mes sage	hoped	shel ter	wheat
who ev er	hopped	be neath	sep a rate
re turned	hop ing	show ers	thresh er

## 15

Several years ago I spent the winter in Norway. As I went through the country I noticed that a tall pole was fastened to the roof of every barn, and on this a bunch of wheat was tied. What do you think this was done for? A lady told me that these sheaves were always put up at Christmas for the birds. "Each year," said she, "the old sheaf is taken down, and a fresh one put up in its place." Is it not a pretty custom? The birds have a Christmas tree all to themselves.—ANONYMOUS.

fair	e vil	us ing	rolled
ros y	guard	mus lin	cur tain
dawn	tongue	e nough	quick ly

## 16

Then Bob proposed: "A merry Christmas to us all, my dears; God bless us," which all the family reëchoed. "God bless us every one," said Tiny Tim, the last of all.

—CHARLES DICKENS: *A Christmas Carol*.

## WORD BUILDING

wave	wav y	wav ing	bone
shade	shad y	shad ing	spice
smoke	smok y	smok ing	shine

Add *y* and *ing* to the words in the last column above. What change occurs in the spelling of the original word?

own	eas i ly	praise	na ture
worst	de cide	al ways	re joice
en e my	sel dom	hon es ty	a bun dant

## 17

Ring out, wild bells, to the wild sky,  
 The flying cloud, the frosty light;  
 The year is dying in the night;  
 Ring out, wild bells, and let him die.

—ALFRED TENNYSON: *In Memoriam*.

a mount	di vi sion	min u end	an swer
pro duct	ad di tion	re main der	di vi sor
quo tient	sub trac tion	a rith me tic	div i dend
dif fer ence	mul ti pli ca tion	sub tra hend	mul ti pli cand

## 18

zones	hab it	bear	cliffs
cir cles	known	might	sound
po si tion	per sons	safe ly	near ly
di rec tion	cheer ful	ves sel	ceased
ge og ra phy	hap pi est	sup pose	ech oes



## 19

## ON CIRCUS DAY

tent	tiers	ze bra	o val ✓
crowd	clown	mer ry	tick et
trained	booth	pa rade	post ers ✓
pic tures	pea nuts	saw dust	pop corn
re served	el e phant	lem on ade ✓	sign boards

Did you see the parade and afterwards the circus? Tell something interesting that happened, using from memory not fewer than five of the words above.

If all the world were apple-pie,  
 And all the sea were ink,  
 And all the trees were bread and cheese,  
 What should we have to drink?

— *Mother Goose.*

## 20

They made a boat out of a newspaper, and put the Tin Soldier in the middle of it, and he sailed down the gutter. The paper boat rocked up and down and the Tin Soldier trembled; but he never changed countenance and looked straight before him, and shouldered his musket.—HANS CHRISTIAN ANDERSEN: *The Brave Tin Soldier.*

coil	carve	drank	too
un wind	choice	pump	eas i ly
plank	shelf	aunt	roost
hatch et	screw	un cle	pi geon
eighth ✓	glove	niece	peel
twelfth	thumb	neph ew	po ta toes
eight eenth	pearl	ca na ry	ware
four teenth	di a mond	war ble	wood en

## 21

freeze	keen	list	clung
po lar	bleak	prove	skirt
pat ter	lend	i tem	rind
slip per	bor row	post age	mel on
trudge	wife	com ma	in stant
drear y	hus band	hy phen	mo tion

## 22

di et	ad mit	an kle	a gent
sim ple	un fair	sprain	ar gue
in sect	cray on	lo cate	cloves •
bit ten ✓	brit tle	re move	pan try
bor der ✓	knelt	six ti eth	for ti eth
pan sies ✓	hum bly ✓	six teenth	for ty-sev enth

## 23

Androclus was a poor slave who had run away from a cruel master. While he was hiding in a cave a lion came limping in, roaring with pain. The slave soon overcame his fright and pulled out a great thorn from the lion's paw. Later he was caught by his master and was ordered, for punishment, to fight a lion at the public games. How do you think the story ended?

dwel l	chose	soap	new
re side	mod el	scour	knew
slight	fe ver	vi o let	strict
sketch	parch	scarce	com pel
mut ter	e rase	gar ret	scorch
mum ble	writ ing	bu reau	pow der

## WORDS REQUIRING SPECIAL DRILL

## 1

too	eighth	use ful	u su al ✓
led	er rand	se vere ✓	doubt
here	be lieve	dur ing	al ways
hear	re ceive ✓	an oth er	al read y
un til	twelfth	sol dier	through
ev er y	noth ing	shoul der	thought

## 2

a ny	ab sent	won der	eas i ly
qui et	speech	wan der	cor rect
quite	cer tain	sup pose	re joice
whose	suc cess	to wards	read i ly
whole	suc ceed ✓	busi ness ✓	stirred
which	sep a rate	be gin ning ✓	en e mies

## 3

does	for ty	forth	a gain
once	ma ny	fourth	weigh
dai ly	nine ty	com ing	gath er
tru ly	cous in	straight	naught
of ten	prom ise	weath er	to geth er
please	our selves	wheth er	strength

## 4

much	ex cept	e qual	e nough
length	ex pect	sure ly	o bliged
friend	breath	clothes	Tues day
search	breathe	✓ veg e ta ble ✓	daugh ter
e lev en	u su al ly	con tin ued	Feb ru a ry
sud den ly	sur prise	ge og ra phy	Wednes day ✓

## FOURTH YEAR—SECOND HALF

### 1

I watch the slow flakes as they fall  
On bank and brier and broken wall;  
Over the orchard, waste and brown,  
All noiselessly they settle down,  
Tipping the apple boughs and each  
Light quivering twig of plum and peach.

— JOHN TOWNSEND TROWBRIDGE: *Midwinter*.

### A FUR TIPPET

seal	ot ter	sa ble	mink
mar ten	froz en	fash ion	er mine
bea ver	cap ture	trap per	val u a ble
pro tec tion	Ca na di an	fur-bear ing	north ern

Mary dreams that her little fur tippet tells her of its former life and also of its happiness now, in keeping Jack Frost away from her. Write about the dream, using from memory not fewer than five of the words above.

### 2

The army of Robert Bruce had been defeated six times, and he was hiding in a cave. He was tired and discouraged, and almost ready to give up. As he was lying there he noticed a spider try to weave her web. Over and over again she failed, but when he saw her try the seventh time he said, "I, too, will try a seventh time."

un a ble	silk en	de lay	mus cle
es cape	this tle	re sult	ex er cise
jus tice	del i cate	ac ci dent	strained

## 3

rath er	ev er y	fresh	starve
pre fer	peace	in hale	pock et
per mit	ef fort	dis ease	pov er ty
de fend	re stored	pre vent	beg ging
a gainst	en cour aged	breathe	neigh bor

## 4

## HOW SHOES ARE MADE

pair	un tie	deal er	can vas	pur chase
sole	ty ing	lin ing	leath er	fac to ries
size	re tail	length	pat tern	sales man
vamp	width	tanned	sen si ble	whole sale
shoes	sam ple	up pers	calf skin	com fort a ble

A boy's shoe peeps out of a Christmas stocking and finds a girl's slipper doing the same thing. Write what they say to each other, using from memory not fewer than five of the words above.

For want of a nail the shoe was lost;  
 For want of a shoe the horse was lost;  
 For want of a horse the rider was lost.

— BENJAMIN FRANKLIN: *Poor Richard's Almanac*.

Pronounce carefully:—

i ron	ti ny	creek	yel low	ket tle
year	soot	re al ly	mel low	rad ish
on ly	roof	pret ty	al ways	en gine
soon	lit tle	po et ry	clothes	e ven ing
shut	where	col umn	in stead	sug gest
won't	gen tle	an oth er	win dow	hand ker chief

Review the lists found on pages 40 and 50.

## 5

He goes on Sunday to the church,  
 And sits among his boys;  
 He hears the parson pray and preach;  
 He hears his daughter's voice  
 Singing in the village choir,  
 And it makes his heart rejoice.

— HENRY WADSWORTH LONGFELLOW: *The Village Blacksmith.*

## AT CHURCH

pews	choir	hymn	be hav ior
or gan	ser mon	an them	ben e dic tion
di rect or	min is ter	punc tu al	con gre ga tion

The bell in the City Hall asks some questions of the bell in the tower of the church. Write the answer received, using from memory not fewer than five of the words above.

## 6

stung	cry ing	touch ing
rea son	chanced	res o.lu tion

A little boy, who was playing in the fields, — to be — by a nettle, and came — to his father. "Child," said he, "your — it so gently is the very — for its hurting you. A nettle may be handled safely, if you do it with courage and —." — Æsop.

## WORD BUILDING

cure	cured	cur ing	cur a ble	solve
move	moved	mov ing	mov a ble	blame
de sire	de sired	de sir ing	de sir a ble	val ue
ex cuse	ex cused	ex cus ing	ex cus a ble	en dure

Add *ed*, *ing*, and *able* to the words in the last column. What change occurs in the spelling of the original word? (See page viii.)

## 7

Of all the beasts he learned the language,  
 Learned their names and all their secrets :  
 How the beavers built their lodges,  
 Where the squirrels hid their acorns,  
 How the reindeer ran so swiftly,  
 Why the rabbit was so timid,  
 Talked with them whene'er he met them,  
 Called them "Hiawatha's Brothers."

— HENRY WADSWORTH LONGFELLOW : *The Song of Hiawatha*.

too	failed	pain	re turn
so ber	health	brave ly	re ward
laugh ter	stead i ly	suf fer ing	of fered

## 8

## IN THE KITCHEN

o dors	or der	pride	broil
scour	buck et	ba sin	cel lar
fau cet	clean ly	sa vor y	shov el
gar bage	crock er y	u ten sils	cis tern

A proud new tin basin comes to live in the kitchen. Tell what happened to it, using from memory not fewer than five of the words above.

## WORD BUILDING

Write the plural of : —

ox	mouse	foot	child
man	wom an	tooth	goose

Double the final consonant and add *ed* (see page viii) : —

pat	hop	dip	pop
strip	drop	skip	beg



## 9

Many years ago a beautiful woman, named Cornelia, lived in Rome with her two sons. One day they went to visit a wealthy friend, who showed them a casket filled with shining jewels. Turning to Cornelia, the friend said, "Show me your jewels." Cornelia drew her two boys to her side and said, "These are my jewels."

fault	en joy	guests	dan ger
guide	un less	ar rive	vil lage
prom ise	frig id	sta tion	stirred
to-mor row	Ant arc tic	smil ing	sud den ly

## 10

Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light, —  
One, if by land, and two, if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."

— HENRY WADSWORTH LONGFELLOW: *Paul Revere's Ride*.

till	rap id ly	bow er	cheap
a cre	for tune	in stant ly	mere ly
field	gath ered	ex claimed	bar gain

## 11

## IN A DRY GOODS STORE

clerks	style	cal i co	dis play
mod ern	ho sier y	mus lins	flan nel
count ers	ma te ri als	cam bric	cloth ier
show-win dows	at tract ive	broad cloth	cash mere

Write of your visit to a large store, using from memory not fewer than five of the words above.

---

When I was a child of seven years, my friends, on a holiday, filled my pockets with coppers. I went directly to a shop where they sold toys for children, and being charmed with the sound of a whistle that I met, by the way, in the hands of another boy, I voluntarily offered and gave all my money for one.

—BENJAMIN FRANKLIN: *Autobiography*.

## 12

## PIONEER LIFE

cab in	lone ly	cheer y	brav er y
win dow	ket tle	vis it or	stran ger
strength	cour age	pov er ty	fire place
neigh bor	chim ney	spin ning	pri va tions
un cer tain	nec es sa ry	hard ships	latch-string

Write a short story about pioneer life, using from memory not fewer than six of the words above.

---

Riding along the road one day with a company of men, Lincoln was missed by his companions. On going to look for him they found that he had stopped to replace two young birds that had been blown out of their nest. He could not ride on in any peace of mind until he had restored the little ones to their home in the tree branches.

## 13

Daniel Webster was ten years old when he tried his first law case. His brother Ezekiel had caught a woodchuck that had been stealing corn, and wished to kill him. The boys carried the matter to their father for settlement. Daniel pleaded so well for the criminal that his father called out, "Zeke, Zeke, you let that woodchuck go."

smell	ri fle	dis turb	gath er
moist	guard	cu ri ous	crim son
bough	sin gle	treas ures	bou quet
sprout	of fi cer	fright ened	fra grant

## 14

Then the little Hiawatha  
 Learned of every bird its language,  
 Learned their names and all their secrets:  
 How they built their nests in summer,  
 Where they hid themselves in winter,  
 Talked with them whene'er he met them,  
 Called them "Hiawatha's Chickens."

— HENRY WADSWORTH LONGFELLOW: *Song of Hiawatha.*

scour	or der	bar ber	sales
ba sin	hab it	cleanse	deal er
fau cet	re tain	in tend	reck on
u ten sil	through	in quire	beg gar
shin ing	val u a ble	wheth er	re spect

## Daffodils

That come before the swallow dares, and take  
 The winds of March with beauty.

— WILLIAM SHAKESPEARE: *A Winter's Tale.*

## 15

Here I come creeping, creeping everywhere;

By the dusty roadside,

On the sunny hillside,

Close by the noisy brook,

In every shady nook,

I come creeping, creeping everywhere.

— SARAH ROBERTS BOYLE: *The Grass*.

led	whis tle	be hind	ax le
un til	fa vor ite	sev er al	grease
glimpse	path way	foun tain	ex plain
pos si ble	pres ent ly	van ished	ar range
sep a rate	re mem ber	but ter flies	per form

## 16

ill	ounce	worth	feath er
too	no bod y	friends	to geth er

Birds of a — flock —.

A man's best — are his ten fingers.

An — of pluck is — a ton of luck.

It is an — wind that blows — good.

It is never — late — mend.

de ny	re gain	stretch	hid ing
af ford	health	be yond	hid den
cap i tal	far ther	hand ful	dropped
in crease	sat is fy	per fume	drooped
man age	ex am ine	blos soms	stripped

No price is set on the lavish summer;

June may be had by the poorest comer.

— JAMES RUSSELL LOWELL: *The Vision of Sir Launfal*.

## 17

Blessings on thee, little man —  
 Barefoot boy, with cheek of tan!  
 With thy turned-up pantaloons,  
 And thy merry whistled tunes;  
 With thy red lip, redder still,  
 Kissed by strawberries on the hill;  
 With the sunshine on thy face,  
 Through thy torn brim's jaunty grace;  
 From my heart I give thee joy,  
 I was once a barefoot boy!

— JOHN GREENLEAF WHITTIER: *The Barefoot Boy*.

awl	warm	re tail	heal
pierce	glance	ex pense	bal sam
chanced	val or	count er	un tie
op po site	de feat	sen si ble	hol i day
at tract ive	dis play	pur chase	pack age

## 18

## IN THE PANTRY

dried	sieve	sage	mace
spice	ce re als	herbs	blu ing
fir kin	va nil la	starch	gin ger
jel lies	canned	pas try	stored
pick les	mus tard	cur rant	dredg er
pre serves	cin na mon	mac a ro ni	peach es

## THE POSSESSIVE

boy's	man's	la dy's	child's	Burns's
boys'	men's	la dies'	chil dren's	Low ell's

See Spelling Rules on page viii.

## 19

## FISHERMAN'S LUCK

bait	jerk	luck	wait
trout	sport	worm	emp ty
sight	ear ly	string	brook
tramp	catch	buck et	lunch
splash	re ward	pa tient	heart y

Where the pools are bright and deep,  
 Where the gray trout lies asleep,  
 Up the river, and o'er the lea,  
 That's the way for Billy and me.

—JAMES HOGG: *A Boy's Song*.

## 20

Suddenly something tugged at my line and swept off with it into deep water. Jerking it up, I saw a fine pickerel.

"Uncle," I cried, "I've got a fish!"

"Not yet," said my uncle. As he spoke there was a splash in the water. I had lost my prize.

—JOHN GREENLEAF WHITTIER: *The Fish I Didn't Catch* [abridged].

tide	jos tle	link	clot
ris ing	crowd	chain	blood
soul	bleach	till	ar my
man ly	mus lin	a cre	wav y
lad der	brand	brain	hemp
ac cess	cat sup	power	twine
pierce	bathe	budge	true
gloom	tem ples	stub born	thy self

## 21

COPENHAGEN, June 14, 1850.

DEAR LITTLE MARIE:

I am in the country now as you are. It is so nice, and I have had some strawberries — large, red strawberries — with cream. Have you had any?

Yesterday I went down to the sea and sat on a rock by the shore. Presently a large white bird that they call a gull came flying along. It flew toward me, so that I fancied it would have slapped me with its wings; but, mercy on us, it said, "Mamaree!" "Why, what's the matter?" I asked. "Mama-ree!" it said again, and then of course I understood that "Ma-ma-ree" meant Marie. "Oh," said I, "then you bring me a greeting from Marie, that's what it is, eh?" "Ya-ya! Ma-ma-ree," it said. It couldn't say it any better than that, for it only knew the gull language, and that is not very much like ours. "Thanks for the greeting," said I, and off flew the gull.

After that, as I was walking in the garden, a little sparrow came flying up. "I suppose you now have flown a long way?" said I. "Vit, vit" (far, far), it said. "Did you see Marie?" I asked. "Tit, tit, tit" (often, often, often), it said. "Then give my greeting to Marie, for I suppose you are going back," I said. "Lit, lit" (a little, little), it replied. If it has not come yet, it will come later on, but first I'll send you this letter. You may feed the little bird, if you like, but you must not squeeze it.

Now greet all good people, all sensible beasts, and all the pretty flowers that wither before I see them. Isn't it nice to be in the country, to paddle in the water, to eat lots of nice things, and to get a letter from

Your sweetheart,

HANS CHRISTIAN ANDERSEN.

Imagine you are Marie and answer this letter.



## WORDS REQUIRING SPECIAL DRILL

## 1

sew	sail	son	led
sow	sale	sun	does
pear	no	too	hole
pair	know	beech	whole
their	tru ly	beach	whose
eas i ly	niece	slight	com pel

## 2

beet	right	piece	tired
beat	write	peace	tried
waste	ar range	guard	sug gest
waist	to geth er	de sir a ble	u su al ly
ex pect	sep a rate	val u a ble	sen si ble
ex cept	lan guage	nec es sa ry	Wednes day

## 3

ware	en joy	re tail	ac cess
wear	un til	pad dle	mere ly
eighth	fly ing	dur ing	with er
vil lage	se vere	bar gain	ex cuse
twelfth	jus tice	dropped	cur rant
of fered	strength	busi ness	cur rent

## 4

ba sin	moist	spread	ris ing
stairs	ce re al	stirred	o bliged
oc cu py	es cape	whis tle	shin ing
ex claim	smil ing	sev er al	car ried
mov a ble	pos si ble	cer tain	stopped
punc tu al	neigh bor	prom ise	op po site

## SUGGESTIONS TO TEACHERS

THE purpose of teaching a child to spell is to give him tools whereby he may express his thoughts in writing. The steps in attaining this purpose are:

- (a) The oral and written spelling of detached words;
- (b) The writing of words in sentences and paragraphs dictated by the teacher;
- (c) The writing of words in original sentences in formal composition. The effort demanded of the child increases markedly in moving from the first stage to the last. He has not learned to spell until he can write the word automatically in original composition.

### THE ORAL AND WRITTEN SPELLING OF DETACHED WORDS

Make the lessons short, lively, and interesting. In the primary grades four or five new words, and in the grammar grades seven or eight, are usually all that can be mastered in one lesson, and are all that are necessary. By this means alone, in the school course the child will acquire a vocabulary of over eight thousand words. It is to be remembered that the child will learn incidentally many words from his reading; and also that in learning the spelling of one word, he is learning the spelling of all words containing the same phonograms.

Constantly and persistently review.

Ask pupils to discuss the meaning of each word, and to illustrate it in sentences relating to their work in geography, history, literature, current events, etc. Do not permit the use

of unpleasant subjects, but direct the children to great names and to great things. Do not accept "The boy had great capacity for learning," but insist upon *what boy* (as Isaac Newton) in the sentence. Children will quickly respond to such stimulus.

To what purpose did a whole class write correctly the word *error*, when later they explained that "Indians have bows and errors;" that "Errors (Arabs) live in the desert;" and bade one "Be an error (terror, hero) in the fight?" In future when the members of this class shall have need to express the *idea* "error," why should we expect *e-r-r-o-r* to come forth automatically to represent it? Suppose that when the teacher had written the *form* "error" upon the board she had elicited from the class in addition to "two *r*'s and *o-r*" such sentences as: "Mary made an *error* in her addition yesterday," and "Galileo was not in *error* when he declared that the earth moved," would she not have helped her pupils to make that association between the idea and its symbol which must exist before spelling can be of any use?

The words in the book have been grouped so as to lend themselves to use in connected discourse: see page 25, last column, eighth group, which is readily turned into, *A new broom sweeps clean*; or, page 123, last group, England is *especially fortunate* in her geographical position; Benjamin Franklin had *influence sufficient* to procure aid from France.

Teach pupils to select those words in the lesson that are especially hard to spell and to put their effort upon them. Dwell particularly upon such difficult words as *coming*, *separate*, *until*, *necessary*. They will be found repeated again and again in the book.

Use any means that will impress the correct form of the word, such as the "flash method"; quick, light, concert recitation; copying carefully on paper or blackboard; emphasizing

the catch syllable by underlining; seeing *a rat* in *separate*; memorizing "*T-e* double *n*, *e*, double *s*, double *e*, *Tennessee*"; grouping the words that are from the same stem, as *medicine*, *medicinal*; learning by contrast, *judgment*, *management*; learning by association, *eligible for a position*, *an illegible signature*; attending strictly to correct syllabication (the pronunciation first of the word and then of the syllables *r-e*, *re*, *a-l*, *al*, *l-y*, *ly*, *really*, is strongly recommended): careful enunciation (poor enunciation is a prolific source of bad spelling); the old-fashioned spelling match.

Test your pupils on sounding words. One reason for poor spelling, even in the grammar grades, is the frequent inability of pupils to connect the most elementary sounds with the letters, as *ă* with *a*, etc.

Help pupils to syllabicate words for themselves, by such questions as: How many syllables are there in *study*, in *studious*? What is the first syllable in each? What is the second syllable in *studious*? Syllabicate such type words as: *gladden*, *trifle*, *triple*, *sponging*, *acquaintance*, *intention*.

Lead the pupils to formulate a few spelling rules inductively, by having them observe the spelling of a number of words entirely familiar to them. Before spelling rules are taught, the difference between vowels and consonants should be made clear and pupils should be required to memorize the vowels. Teach words to illustrate each rule: for example, *hop*, *hope*, *hopped*, *hoped*. Seldom give exceptions to rules.

Interest pupils in their dictionaries; see especially pages 127, 171, and 181, etc., when dictionary exercises are given.

Teach all words *commonly misspelled* in the written work of the pupils. Occasionally dictate from the reading lesson words that are desirable for the pupils to add to their vocabularies.

Insist that the home study shall include written spelling.

If possible the child should be tested in writing by some other member of his family.

On the day following the study of the words as indicated before, dictate them for careful writing. Have each child keep a notebook for further study of the misspelled words.

### *A Suggestion for Flash Spelling*

Page 6 — Lesson 19

It is May!

The buds are on the trees.

I saw a lamb to-day.

After an interesting preliminary talk about the spring season, ask the class, "Who can read what I write," as you place upon the board in script, *It is May!* When one of the pupils has read this aloud, call attention to the spelling, capitalization, and punctuation. Then erase the sentence and ask each child to write it from memory. Send the poor spellers to the board for this work. After a rest period direct the class to copy the sentence twice from the book for their study work. Later on in the day make a test of this sentence.

Develop and test the other two sentences in the same way on succeeding days. Even in this grade children can exchange work and mark each other's papers with profit to themselves.

### THE WRITING OF WORDS IN DICTATED SENTENCES

Use each of the selections first as a reading lesson, calling attention to the author and giving the setting. Drill upon the spelling of the difficult words and upon the marks of punctuation.

Do not require children to learn the spelling of any unusual words, such as Avdyeitch, page 123, but write it upon the board for them to copy.

*A Suggestion for Sentence Dictation*

Page 22 — Lesson 12

The earth was green, the sky was blue;  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing speck above the corn.

— CHRISTINA ROSSETTI: *A Green Cornfield*.

## The Reading Lesson

Ask a child to read the stanza. "What picture did you get?" If there is no response, ask another child to read the first line only while the class stands at the schoolroom windows and looks out. The children will come back to their seats filled with the beauty of the day. Ask another child to read the second and third lines. "What is the meaning of 'hang between the two'?" Very likely the class cannot tell. Ask "What two?" "Earth and sky" will be the prompt response. Then explain the peculiarity of the skylark in suspending itself in mid air, but purposely omit the shape and color of the bird, since in this stanza it is merely a "speck." "What is a speck?" When the children have given the correct answer, read again the complete stanza, asking the class to make a mental picture of it.

## The Spelling Lesson

At a subsequent period have the children open their books and choose all of the words in the stanza that they consider difficult to spell. Probably the following list will result:

earth	blue	heard	morn	speck
green	skylark	sunny	between	above

Teach *earth*, *heard*, and *above* by the flash method. Write each word upon the board and ask two or three of the poor



spellers to spell the word orally. Then erase it and ask the class to write it, sending the poor spellers to the board.

The words *green*, *between*, *morn*, *corn*, *speck*, *sky*, and *lark*, should be taught as pure phonetic words. Ask the poor spellers first to sound the word both while looking at its written form upon the board and again after it has been erased, and then to write it upon the board.

Direct the class to look at the blue sky out of the window and while doing so to spell softly in concert "b-l-u-e." Then write on the board "blue sky" and after erasing it direct the pupils to write the two words.

The word *sunny* should be shown to be a derivative of *sun*. Call attention to the double *n*.

At the close of the period have the class write the ten words from dictation. Exchange papers and ask the pupils to mark the words as the teacher spells them orally. Each child should be directed to write several times during his study period the words which he has misspelled and to prepare to write the stanza as a whole by copying it from the book. Call attention to the indentation and punctuation by the following device:

T \_\_\_\_\_, \_\_\_\_\_;  
           I \_\_\_\_\_  
 A \_\_\_\_\_,  
           A \_\_\_\_\_.

Give the name of the author to the class, but do not require the children to remember it.

Several hours later dictate the stanza for writing. Very likely some of the children will not put a line of the poetry upon a single line of the paper, and may therefore divide words at other places than at the ends of the syllables. If so, spend the next lesson upon that particular point.

*Selections too long to be written at one period should be divided*



*into logical parts and written on consecutive days.* Occasionally, it may be desirable to dictate only part of a selection in sentence form; and to choose from the remaining sentences, for writing in columns, such words as may be difficult to spell. For instance, the paragraph on page 140 may be dictated as follows:

In utter amazement, Silas fell on his knees and bent his head to examine the marvel: it was a sleeping child—a round, fair thing, with soft yellow rings all over its head.

toward	vision	gaze	familiar
hearth	blurred	agitated	resisting
stooping	brought	violently	stretched
together	appeared	mysteriously	encountered

Much of the poetry should be memorized.

Children enjoy elliptical exercises, and the teacher can readily make additional ones from classic fables and proverbs.

### THE WRITING OF WORDS IN CONSTRUCTION EXERCISES

Construction exercises should be correlated with the other work of the school and given in connection with the work in composition. The words in each exercise should be studied one by one during a preliminary talk about the subject so that spelling and thought may be definitely associated.

The child in the primary grades usually knows the meaning of the words for which he is given the spelling. The chief value of the construction work is to test him in spelling words automatically. It often reveals also to the teacher limitations in her own instruction as well as new fields for work with the child. These new fields will be shown to the teacher by such children's errors as cannot be forestalled. Be sure, therefore, to take time to correct errors like the following:

I am *aloud* to romp until I am tired.

*Father's* can *set* by the blazing fire and tell the best stories.

Then I *come ents* reading.

*Its* so cozy by the fire.

In the upper grades the child is sometimes carried a little beyond his experience. Even though he meet new words here for the first time, it is certainly desirable for him to associate "*modest demeanor*," "*self-control*," and "*august presence*" with Washington, as on page 153; "*patience*," "*sympathy*," and "*endurance*" with Lincoln, as on page 170. The time to fix the spelling of these words is while they are fresh with interest.

The custom of observing the progress of the natural year has been utilized. For instance, the "Sleigh Ride" on page 39 with the "Tinkle, tinkle, tinkle" of Poe's "silver bells," will afford opportunity for impressing the spelling of *sleigh*, *merrily*, and *nipping* upon these little third-grade people. These exercises are particularly valuable as a means of enlarging the child's vocabulary.

Letter writing is probably the most beneficial exercise undertaken by the school in the study of English, since it is almost the only form of writing used by the adult. School letters are of two kinds, the stilted formal letter in which the teacher or a text-book supplies the thought; and the informal or real exercise during the writing of which the child works at a white heat of interest. In the first exercise the spelling can be carefully worked up before the exercise begins, and there need be practically no misspelling. In the second exercise the spelling will probably be as bad as the child can make it, for he will spell correctly only such words as he can spell automatically, because his attention is directed wholly to the expression of his thought.

For instance, "In an Art Gallery," on page 176, may be written in letter form by an eighth grade class with almost perfect results, although these same pupils, if asked to write a real letter, would make many mistakes. Very likely words would be omitted or repeated or wrongly syllabicated or mis-

spelled, even though the children had free access to their dictionaries, because they did not yet realize that in the eyes of the world a person is more quickly classed as illiterate for poor spelling than for any other one fault.

It is for this reason mainly that the boys whom teachers recommend for positions often do not write creditable letters of application. Under excitement their spelling goes to pieces because they have not had enough practice in real correspondence to be on their guard in spelling. Therefore, care should be taken to have the children write often under strong stimulus.

*With all your power strive to cultivate in the child the habit of consulting the dictionary whenever he is in doubt as to the spelling of words in any written work other than in the specific spelling lesson of the day.*

### *A Suggestion for Construction Work*

#### Page 69 — Hans Andersen Letter

First ask the children to name some stories that Hans Andersen has written. As the titles are given, allow the children to comment on them, and when the enthusiasm is at its height say to the class, "I am going to show you his picture." While doing so, tell the story of his life briefly and sympathetically.

At the close read his letter to Marie, allowing the class to follow with books open. When the class is breathless with pleasure stop and ask, "Did the letter please you?" Some child will say, "It was fine!" "If you have had such a nice letter from Hans Andersen, what can you do for *him*?" The children will wish to write a letter to him. After an hour's rest on other lessons, put the class to work on the reply to Hans Andersen. From the letters collect spelling lists for teaching on succeeding days. The work is never ending.

# MEASURING SCALE FOR ABILITY IN SPELLING

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The data of this scale are computed from an aggregate of 1,400,000 spellings by 70,000 children in 84 cities throughout the country. The words are 1,000 in number and the list is the product of combining different studies with the object of identifying the 1,000 commonest words in English writing. The letters at top of columns are merely to identify the columns.

	A	B	C	D	E	F
GRADE II	99	98	96	94	92	88
GRADE III			100	99	98	96
GRADE IV						100
	me do	and go at on	a it is she can see run	the in so no now man ten bed top	he you will we an my up last not us am good little ago old bad red	of be but this all your out time may into him today look did like six boy book

All the words in each column are of approximately equal spelling difficulty. The steps in spelling difficulty from each column to the next are approximately equal steps. The numbers at the top indicate about what per cent of correct spellings may be expected among the children of the different grades. For example, if 20 words from column H are given as a spelling test it may be expected that the average score for an entire second grade spelling them will be about 79 per cent. For a third grade it should be about 92 per cent, for a fourth grade about 98 per cent, and for a fifth grade about 100 per cent.

The limits of the groups are as follows: 50 means from 46 through 54 per cent; 58 means from 55 through 62 per cent; 66 means from 63 through 69 per cent; 73 means from 70 through 76 per cent; 79 means from 77 through 81 per cent; 84 means from 82 through to 86 per cent; 88 means from 87 through 90 per cent; 92 means from 91 through 93 per cent; 94 means 94 and 95 per cent; 96 means 96 and 97 per cent; while 98, 99 and 100 per cent are separate groups.

By means of these groupings a child's spelling ability may be located in terms of grades. Thus if a child were given a 20 word spelling test from the words of column O and spelled 15 words, or 75 per cent of them, correctly it would be proper to say that he showed fourth grade spelling ability. If he spelled correctly 17 words, or 85 per cent, he would show fifth grade ability, and so on.

### MEASURING SCALE

xix

G		H		I		J		K		
84		79		73		66		58		GRADE II
94		92		88		84		79		GRADE III
99		98		96		94		92		GRADE IV
		100		99		98		96		GRADE V
						100		99		GRADE VI
by have are had over must make school street say come hand ring live kill late let big mother three land cold hot hat child ice play sea	day eat sit lot box door yes low soft stand yard bring tell five ball law ask just way get home much call long love then house year to I as send one has some if how her them other baby belong	well about men for ran was that his led lay	nine face miss ride tree sick got north white spent foot blow block spring river plant cut song winter stone free lake page nice end fall feet went back away paper put each soon came Sunday show Monday yet find give new	letter take Mr. after thing what than its very or thank dear west sold told best form far gave alike add	seven forget happy noon think sister cast card south deep inside blue post town stay grand dark band game boat rest east son help hard race cover fire age gold read fine May line left ship train saw pay large cannot outside	near down why bill want girl part still place report never found side kind life here car word every week most made said work our more when from wind print air fill along lost name room hope same glad with mine	became brother rain keep start mail eye glass party upon two they would any could should city only where week first sent mile seem even Friday hour wife state July head story open short lady reach better water round cost without afternoon	price become class horse care try move delay pound behind around burn camp bear clear clean spell poor finish hurt maybe across tonight tenth sir these club seen felt full fail set stamp light coming cent night pass shut easy		

## MEASURING SCALE

	L	M	N
GRADE II	50		
GRADE III	73	66	58
GRADE IV	88	84	79
GRADE V	94	92	88
GRADE VI	98	96	94
GRADE VII	100	99	98
GRADE VIII			100
	catch herself	trust less	except press
	black power	extra event	aunt God
	warm wish	dress off	capture teacher
	unless because	beside true	wrote subject
	began world	teach took	else April
	able country	happen again	bridge history
	gone meet	begun inform	offer cause
	suit another	collect both	suffer study
	track trip	file heart	built himself
	watch list	provide month	center matter
	dash people	sight children	front use
	fell ever	stood build	rule thought
	fight held	fix follow	carry person
	buy church	born charge	chain nor
	stop once	goes says	death January
	walk own	hold member	learn mean
	grant before	drill case	wonder vote
	soap know	army while	tire court
	news were	pretty also	pair copy
	small dead	stole return	check act
	war leave	income those	prove been
	above early	bought office	heard among
	express close	paid great	inspect question
	turn flower	enter Miss	itself doctor
	lesson nothing	railroad who	always hear
	half ground	unable died	write size
	father lead	ticket change	expect dozen
	table such	account wire	need there
	high many	driven few	thus tax
	talk morning	real please	woman number
	June however	recover picture	young October
	right mind	steamer money	fair reason
	date shall	speak ready	dollar fifth
	road alone	past omit	evening November
	March order	might anyway	plan yesterday
	next third	begin understand	broke December
	indeed push	contract	feel
	four point	deal	sure
	anything within	almost	least
	clothing done	brought	sorry
	summer body	mountain	something



# MEASURING SCALE

xxi

O		P		Q		
50						GRADE III
73		66		58		GRADE IV
84		79		73		GRADE V
92		88		84		GRADE VI
96		94		92		GRADE VII
99		98		96		GRADE VIII
eight	remain	spend	though	declare	running	
afraid	direct	enjoy	o'clock	engage	allow	
uncle	appear	awful	support	final	position	
rather	liberty	usual	does	terrible	field	
comfort	enough	auto	regard	surprise	ledge	
elect	fact	vacation	escape	period	claim	
aboard	board	beautiful	since	addition	primary	
jail	station	flight	which	employ	result	
shed	attend	travel	length	property	whom	
retire	between	rapid	destroy	select	arrest	
refuse	public	repair	answer	firm	special	
district	friend	trouble	reply	region	women	
restrain	during	entrance	oblige	convict	present	
royal	through	carried	sail	private	action	
objection	police	loss	cities	debate	justice	
pleasure	until	fortune	known	crowd	enclose	
navy	madam	empire	desire	factory	await	
fourth	truly	mayor	nearly	publish	suppose	
proper	whole	wait		term	wonderful	
judge	address	beg		section	direction	
weather	request	degree		relative	forward	
worth	raise	prison		progress	although	
contain	August	engine		entire	prompt	
figure	Tuesday	visit		president	attempt	
sudden	struck	guest		measure	whose	
forty	getting	obtain		famous	statement	
instead	don't	family		serve	perhaps	
throw	Thursday	favor		estate	their	
personal	September	Mrs.		remember	imprison	
rate	population	husband		either	written	
chief	everything	amount		effort	arrange	
perfect		human		important	themselves	
second		view		due	gentlemen	
slide		election		include		
farther		clerk		Saturday		
duty		daughter		appoint		
intend		several		sometimes		
company		complaint		connection		
quite		department		command		
none		importance		represent		
knew		newspaper		information		





# MEASURING SCALE

xxiii

V	W	X	Y	Z	
50					GRADE VI
66	58	50			GRADE VII
79	73	66	58	50	GRADE VIII
reference evidence experience session secretary career height principal testimony discussion arrangement association	sincerely athletic extreme practical proceed cordially character separate February organization emergency appreciate	immediate convenient receipt preliminary disappoint especially annual committee	decision principle	allege judgment recommend	

## PLAN OF WORK

Spelling lessons are provided for eight grades.

The work of each year is divided into *half years*. For example:  
Third year—first half; third year—second half, etc.

These half year divisions are sub-divided into *numbered sections*.

Each numbered section is sufficient for five *lessons*, or, one numbered section a week arranged as follows:

*First Day*—(a) Discussion of subject and meaning of words; also of peculiarities of spelling. Add words suggested by pupils.

(b) Written dictation of difficult review words.

*Second, Third, and Fourth Days*—(a) Discussion of from three to six words each day in original sentences made by pupils. Oral and written drill in spelling these words.

(b) Written dictation of words studied together with difficult review words. The written dictation should come at a later period than the study period, perhaps on the day following.

*Fifth Day*—Review of entire exercise by dictating the words to be written in columns, in original sentences, or in composition.

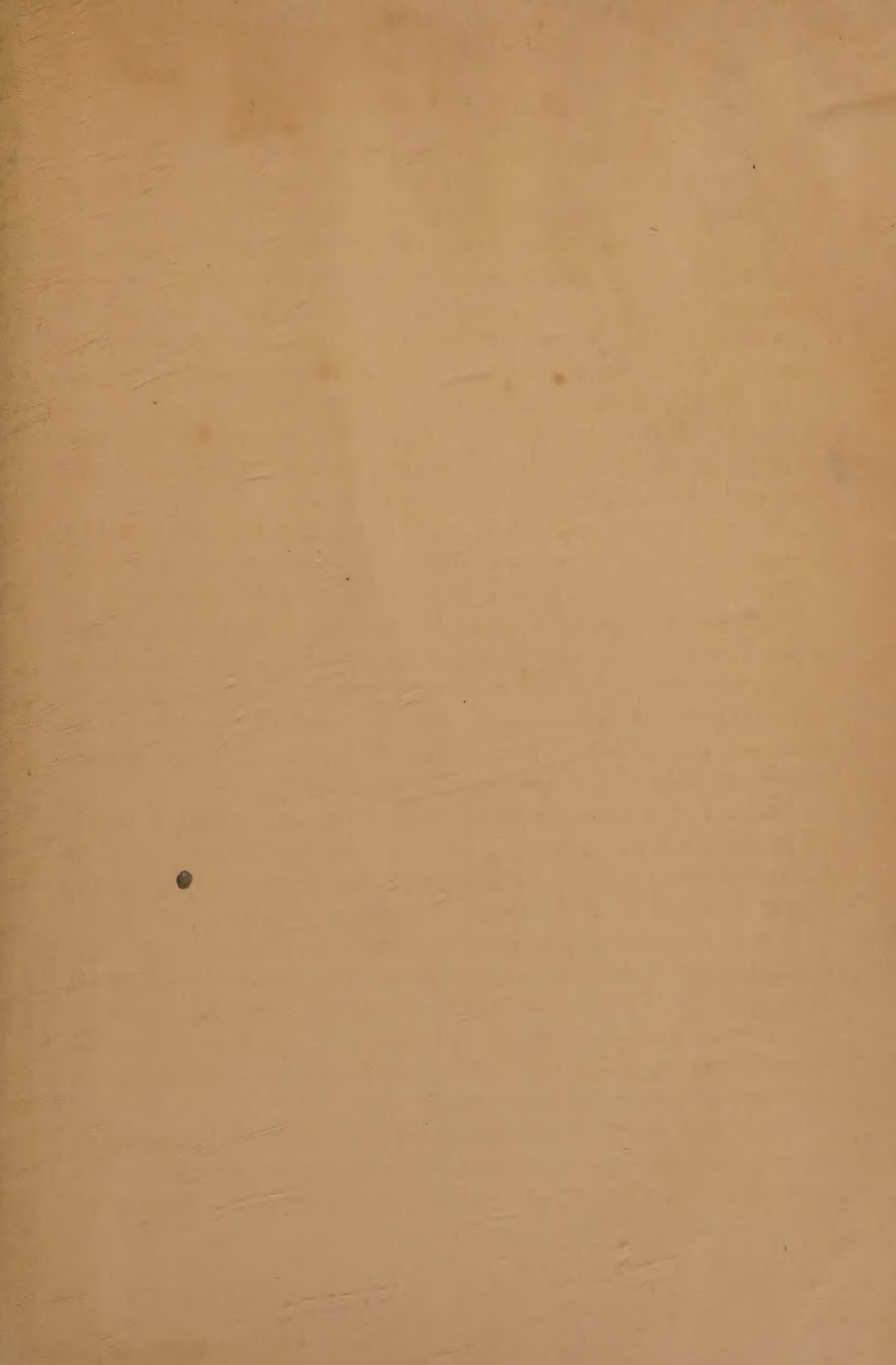
For variety some of the numbered sections contain lessons on abbreviations, as for example, No. 7, page 41; or, lessons on word building or word analysis, No. 6, page 51. These lessons should be taught the same as the spelling.

Reviews of commonly misspelled words are repeated many times in the regular spelling lessons and always in each half year's work under the caption, **WORDS REQUIRING SPECIAL DRILL**. These review lists are also used for spelling matches.

Words are printed in type of uniform size in order that children may not form false notions of the importance of one word over another. The selection of words for intensive study is left to the discretion of the principal or teacher. By this plan the fixed spelling list may be supplemented with words of local importance which need special drill.

Diacritical marks (table on p. viii) are taught in the exercises for pronunciation. See bottom of pages, 40, 50, 60, 97.

Spelling rules are taught inductively. See p. 53, Section 10.











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